

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mrs. Marla Mack

Official School Name: Westport Elementary School

School Mailing Address: 5218 South Carpenter Road
Modesto, CA 95358-9614

County: Stanislaus State School Code Number: 50710436052468

Telephone: (209) 872-2188 E-mail: mmack@ceres.k12.ca.us

Fax: (209) 537-9589 Web URL: http://wp.ceres.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Scott Siegel Superintendent e-mail: ssiegel@ceres.k12.ca.us

District Name: Ceres Unified District Phone: _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Faye Lane

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 13 Elementary schools
(per district designation) 2 Middle/Junior high schools
5 High schools
1 K-12 schools
21 Total schools in district
2. District per-pupil expenditure: 8837

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	24	26	50		6	31	28	59
K	41	30	71		7	0	0	0
1	33	43	76		8	0	0	0
2	33	40	73		9	0	0	0
3	35	34	69		10	0	0	0
4	32	40	72		11	0	0	0
5	29	33	62		12	0	0	0
Total in Applying School:								532

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
84 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
14 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 24%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	53
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	45
(3)	Total of all transferred students [sum of rows (1) and (2)].	98
(4)	Total number of students in the school as of October 1, 2009	401
(5)	Total transferred students in row (3) divided by total students in row (4).	0.24
(6)	Amount in row (5) multiplied by 100.	24

8. Percent limited English proficient students in the school: 69%

Total number of limited English proficient students in the school: 302

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 76%
 Total number of students who qualify: 407

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%
 Total number of students served: 39

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>6</u>
Support staff	<u>6</u>	<u>11</u>
Total number	<u>27</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	95%	95%
Daily teacher attendance	95%	94%	90%	93%	90%
Teacher turnover rate	0%	11%	16%	26%	6%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

In 2006, the District opened 5 new elementary campuses, resulting in a major shift in teaching staff across the district.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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WESTPORT'S Mission Statement communicates the school's vision that every student can succeed and develop to their full potential, when the needs of the whole child are met.

Welcoming every student
Encouraging a love of learning
Specializing in meeting individual needs
Teaming up with community
Promoting perfect attendance
Opening the door to the future
Reaching the CA State Standards
Teaching is our passion!

A milestone for the sixty-three year old school occurred in the 2005-2006 school year when a major shift in staff occurred due to the opening of five new elementary schools within the district that same year. This event created an opportunity for the "new" Westport staff to develop a school culture that supported the school's mission and vision that all students can succeed regardless of their circumstances. With a new principal and teachers on board a culture of "striving for academic excellence" was created through the implementation of high quality, comprehensive student interventions and professional development.

With an exemplary Westport team, their vision of creating an atmosphere of learning with no excuses, giving students a strong foundation, addressing the needs of the "whole" child and providing many support programs for both students and families, resulted in historical gains in student achievement! Their success at closing the achievement gap between the whole school and sub-group populations resulted in multiple recognitions for this accomplishment, including California Distinguished Schools, Title I Academic Achievement Award, and California Business for Education Excellence Honor Roll.

Westport Elementary is located in a remote rural farming community. The majority of the students are from low income families, as evidenced by the school's Free and Reduced Priced Meals Program eligibility rate of 94%. Westport has an English Learners (EL) population rate of 69.4%, and a Hispanic/Latino population rate of 84%, representative of the typical demographics that characterize the unincorporated areas of the San Joaquin Valley. Given the broad attendance boundary that reaches from the outskirts of Ceres (rural) to the west side of Modesto (suburban), spanning a wide area, all students are provided bus transportation to and from school.

The school year consists of 180 instructional days, with seven minimum days for parent conferencing. Students are in school for 310 instructional minutes each regular school day. Westport Elementary is also home to a State Pre-School Program that is offered through morning and afternoon sessions to accommodate a total of fifty, 3 to 5 year olds. Additionally, parent education workshops are provided on campus through the Parent Institute for Quality Education, with English as a Second Language classes offered by Ceres Adult School.

From 2005 to 2010, Westport achieved gains of 140 points from 718 to 858 on California's Academic Performance Index (API). Three targeted subgroups: Hispanic/Latino, Socio-Economically Disadvantaged and English Learners have all experienced historic gains with API scores now at 856, 849, and 856, respectively. Most notably, are Westport's Adequate Yearly Progress (AYP) current percentage outcomes for students scoring at proficient and advanced in English Language Arts (63%) and mathematics (74%), exceeding the AYP target of 56.8% and 58%, respectively.

After many years of encountering children and families with needs that directly affected the children's ability to succeed academically, the site administration and staff recognized that a comprehensive

program of interventions had to be developed. Program planning included an assessment of the needs of the Westport students, as well as, identification of responsive actions and activities to meet the needs of the “whole” child. Specific strategies of this program include: a Cooperative Review process (a peer driven process that includes the School Psychologist, Resource Specialist, School Nurse, teacher and the principal to conduct reviews of each students’ CUM folder to verify that all needs of the students are being met), Student Study Team, supplemental instructional time for students during the regular school day, after school academic intervention, a summer school program, use of education-based services and a community-based resource and referral process.

Another major strategy to increase student achievement was the creation of a Professional Learning Community for instructional staff that includes: grade level collaboration; peer visits of classrooms; high standards for rigor in the classroom; academic conferences (between each teacher and the principal to review student assessment data); providing quality instruction, and implementing site instructional norms. Additionally, the implementation of formal student engagement strategies during instruction and the regular practice of teachers utilizing individual student data to guide daily lessons ensure that all students are developing skills to meet the State standards.

In sum, Westport Elementary School has more than earned the consideration for Blue Ribbon recognition, especially given its successes in jumping from a “4” to an “8” in State-Wide Rank and achieving “10” in Similar Schools Rank for the past four years.

1. Assessment Results:

California measures student proficiency of state content standards through the Standardized Testing and Reporting (STAR) program. The program consists of the California Standards Test (CST), California Modified Assessment, and California Alternative Performance Assessment. The CST is the primary assessment for general education students and the California Modified Assessment and California Alternative Performance Assessment are reserved as a means for alternative measurement. These criterion reference exams classify students, grades two through eleven, into five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. More information regarding the STAR program can be found at <http://star.cde.ca.gov/>.

In addition to the federal Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act, each school is assigned an Academic Performance Index (API) rating from 200 to 1000. In 2005 Westport had an API of 718 and is currently at 858, a 140 point gain. Each of the three statistically significant subgroups have surpassed 800 (California Department of Education's API target). These subgroups are identified as Hispanic/Latino (856), Socioeconomically Disadvantaged (849), and English Learners (856).

As a component of the AYP, the API is calculated using math CST, ELA CST, and science CST results. In California, schools are ranked among all state schools and by similar schools on a scale of 1-10, lowest to highest. In the last five years Westport made significant gains in student achievement as evidenced by the increase in state ranking from 4 (overall) – 8 (similar schools) to 8 (overall) - 10 (similar schools).

To meet AYP under NCLB, a specific number of students in each significant subgroup must be proficient each year. The proficiency percentage increases by approximately 11% each year until 2014, when 100% of students must be proficient or advanced. Each year Westport has met AYP goals for all students and all subgroups. Currently, the school has met the ELA and mathematics proficiency goals for 2010, and has also surpassed the 2010 goal. The most recent results show an increase in ELA from 27% in 2005-2006 to 63% in 2009-2010 and in math from 36% in 2005-2006 to 74% in 2009-2010.

A review of the Westport data tables indicates that scores increased each year, school-wide, as well as, among the subgroups reported (Hispanic/Latino, Free and Reduced Meals Program/ Economically Disadvantaged, and English Learner), with the achievement gap almost closed based on the percentage of proficient or advanced students.

The English Language Arts proficiency for: Hispanic/Latino increased from 26% (2005-2006) to 61% (2009-2010), Socio Economically Disadvantaged increased from 24% (2005-2006) to 61% (2009-2010), and English Learners increased from 19% (2005-2006) to 56% (2009-2010). Ultimately, Westport is closing the achievement gap in the area of English Language Arts with only a gap of: 3% for Economically Disadvantaged, 2% for Hispanic, and just 7% for English Learners.

The mathematics proficiency for: Hispanic/Latino increased from 43% (2005-2006) to 74% (2009-2010), Socio Economically Disadvantaged increased from 43% (2005-2006) to 73% (2009-2010), and English Learners increased from 36% (2005-2006) to 71% (2009-2010). Westport is celebrating its success at closing the achievement gap in mathematics; 0% for Hispanic, just 1% for Economically Disadvantaged, and only 3% for English Learners.

The fact that Westport has been successful in closing the achievement gap between school-wide scores and the Hispanic sub-group is proof that addressing the needs of the “whole” child and implementing a professional development program focused on engaging instructional strategies, is highly effective in raising student achievement! These percentages are a striking example of the hard work and dedication of the Westport staff in closing the achievement gap at their school. Notably, Ceres Unified does not provide

alternate assessments for students.

Percentages for each sub-group and school-wide in both ELA and Mathematics exceed the AYP target of 56.8% for ELA and 58% for Math. While percentages for each group in ELA exceed the target, this data provides the justification for the need to continually improve the intervention and instructional strategies to accelerate the impact of the effectiveness in continuing to close the achievement gaps among these groups.

Overall, Westport student assessments have exceeded targeted outcomes for student growth and achievement established by our district, the state and federal education departments.

2. Using Assessment Results:

Westport is a school system driven by data and rigorous academic standards. Assessment data of all types are not viewed as simple numbers that have no relevance. Rather, the various data sources and outcomes drive the daily instructional practices. The practice of using immediate student feedback, combined with formal and informal assessment results to drive instruction has become an ingrained part of the educational culture of the Westport Elementary School campus.

Student assessment data includes: daily lessons in which the teacher checks for understanding, weekly lesson tests, standards-based benchmark assessments and annual CST scores. Teachers have the opportunity to immediately provide feedback, adjust lesson strategies, re-teach content and assign interventions to students demonstrating need.

Additionally, the implementation of formal student engagement strategies during instruction and the regular practice of teachers utilizing individual student data to guide daily lessons ensure that all students are developing skills to meet the State standards.

Student assessment data, that includes quarterly standards aligned benchmark assessments are reviewed by each teacher regarding each student. Teachers utilize these benchmark assessment results, as well as curriculum-based tests and immediate classroom feedback from students to determine if instruction needs to be adjusted and/or content re-taught.

Additionally, twice per year, an Academic Conference between each teacher and the principal, in a one-on-one setting, is held to review teacher-specific assessment data results to determine if AYP minimum targets are being met. This analysis allows the teacher to determine his/her strengths and weaknesses of instruction, resulting in a direction or guide in the establishment of specific instructional goals, that are then reviewed and modified based on the results of on-going (future) assessments.

Student assessment data is also reviewed during grade-level collaboration meetings, in which teachers from the same grade level review and discuss the assessment data and then collectively strategize on the best practices to address the needs the data is revealing.

Teachers also participate in cross-grade level collaboration (for example, kindergarten teachers meet with pre-school and first grade teachers) and “vertical teaming” (sixth grade teachers working with junior high teachers) to best prepare students for the next grade level.

Through continual examination and disaggregation of data, the Westport staff is able to make informed decisions about each student’s achievement, as well as identify the appropriate interventions that can assist in their success. This ongoing examination of data allows for continual improvement and acceleration of the Westport goal to increase student achievement.

3. Communicating Assessment Results:

Westport has adopted the California State Standards and has created a structure that ensures all stakeholders are informed of students' academic progress and mastery of standards. This information is communicated throughout the year in a variety of formats.

Annual California Standards Test results are mailed to each child's parents/guardians with a descriptive explanation of the results, including what the results mean. This information is provided in English and Spanish. Additionally, the principal hosts a "Parent Coffee" meeting in which parents may bring their child's data and have an opportunity to ask questions and review the report, level definitions, etc. School-wide and grade-level data are also communicated in these meetings. An explanation of how each child's individual score affects the grade-level and school-wide data outcomes, as well as the school's state rankings is provided. Each month, informational presentations are provided to parents on education topics of high interest to stakeholders, i.e. CELDT testing, budgets, assessment score results, etc. Parents groups, including the Parent Teacher Club and the English Learners Advisory Committee (ELAC), provide opportunities for parents to discuss overall assessment scores and other topics of interest.

Standards-based benchmark assessment results are shared with parents by the student's teacher through a summary that is emailed or presented in a Parent-Teacher conference in which further explanation of the standards and assessment expectations is provided. Parents are able to easily determine if their child is performing at the minimum level of mastery for each standard taught to date.

Teachers also share the results with each student in a manner that is simple for the student to understand. As noted in item 2, the teacher then makes recommendations to the parents and the student for any additional academic interventions if a specific/individual need is identified. Teachers utilize these benchmark assessment results, as well as curriculum-based tests to determine if instruction needs to be adjusted and/or content re-taught.

Teachers also utilize the district's Infinite Campus Parent Portal (student Information System) to communicate with parents their child's progress, attendance, scores, grades and assignments. Students also access the system to check the same information. Parents are also able to directly communicate with the teacher(s) through email through this system.

School-wide data is posted in the school newsletter, school/district website, school marquee, Ceres Courier, other local papers, state website, and District Community Report, with explanations for the scores provided in a manner that is easily understood.

4. Sharing Lessons Learned:

Westport believes that sharing success is vital to the continued improvement, motivation, reflection and growth of its students and teachers. As a result of the historical successes of Westport Elementary, the news has spread across the region that Westport is making great things happen for students and teachers.

The successful strategies implemented by the Westport staff in raising student achievement have been shared with other schools in the district, in the community and around the region. School district representatives throughout the region are invited to visit the Westport campus to observe instruction, ask questions and have a dialog with the site and district level personnel, including instructional coaches and the Educational Services Professional Development staff. These visits are formally scheduled twice per year to minimize classroom interruption.

Best practices, pedagogy, and strategies that meet the needs of students are also shared during district professional development training opportunities, at weekly staff meetings and during grade-level collaboration meetings. All district principals assemble monthly to learn from one another and to discuss successes and best practices. The existing practice of collaboration and shared knowledge has become embedded in the Westport culture.

Additionally, the district's Instructional Coaches have a unique advantage to directly observe how different teachers interpret and apply these strategies. As such, these Coaches are able to translate their observations of the best practices into their "coaching" of other teachers throughout the district. Instructional coaches invite and escort teams of teachers from throughout the district to visit Westport classrooms to get a first-hand view of the highly effective teaching strategies in action. Following each site visit, Coaches have individual discussions with each visiting teacher to develop a plan of how each can implement what they observed.

The implementation of instructional strategies has also been video-taped for convenient viewing by district teachers and administrators, and is available for download from the District's website.

The successes of Westport and methods by which they have been attained have been shared with such professional organizations as the Association for California School Administrators, in which District personnel have conducted workshops and presentations at regional and state level conferences on these very strategies. Similar activities have occurred with other such organizations, including the California School Boards Association and through the local Stanislaus County Office of Education workshops.

1. Curriculum:

Westport Elementary has embraced a standards-based learning environment that engages its students and teachers in a challenging program for learning. The core instructional program utilizes standards-aligned state adopted textbooks and instructional materials in grades K-6 in four core content areas: English Language Arts, mathematics, social science and science. Westport teachers deliver the core curriculum by implementing the District developed Instructional Norms and student engagement strategies to meet the needs of all students, including; those with disabilities, English learners, those identified as at-risk, and the gifted and talented students.

Westport Elementary is a site that has successfully implemented a comprehensive instructional delivery system that strengthens each teacher's ability to be effective in teaching these rigorous state content standards. This delivery system includes a variety of components; Differentiated Instruction Time (DIT), pacing guides, Direct Instruction, review of benchmark assessment results to guide instruction, district - wide writing, and Instructional Norms.

Instructional Norms is a matrix of powerful teaching strategies that when utilized during instruction result in highly effective teaching that engages students in the learning process, and provides methods for the teacher to check students for their understanding of the concepts being taught. Teachers begin instruction with a presentation of the lesson objective and review it until students can articulate it and understand the expected outcomes of the lesson. Teachers activate prior knowledge, provide guided practice and skill development, then give students time for independent practice. Each element strategically scaffolds the lesson to ensure learning for all student ability levels. To support the lesson design, teachers employ delivery strategies such as, think pair-share and checking for understanding. Teachers follow up lesson instruction, with adjustments based on the results of checking for understanding, and utilize higher level questioning to deepen the level of learning for students.

Direct Instruction (DI) is a targeted lesson design process that includes the implementation of Instructional Norms strategies during the delivery of the lesson that specifically holds EVERY student accountable for learning grade-level standards.

Westport's core English Language Arts program is presented through the SRA/McGraw Hill's Open Court Reading Program for grades K-6. Open Court Reading is a comprehensive reading and writing program that provides systematic instruction in phonological and phonemic awareness and phonics. Equally strong is the instruction in comprehension and writing.

Writing instruction focuses on teaching writing process, forms and traits. All teachers are trained to use this curriculum and its supplemental resources to meet the needs of English learners, at-risk and gifted and talented students. Daily instruction encompasses practice in oral language, reading and writing.

The Westport mathematics curriculum includes Harcourt Brace (Grades K-5) and Holt for grade six. Each curriculum prepares students to become proficient in grade-level standards. These curricula build computational and procedural skills, problem solving, and conceptual understanding in the five strands of math. Teachers introduce math lessons through the district adopted Instructional Norms and student engagement strategies. Following assessments (benchmark, text, and teacher-made) teachers identify students requiring re-teaching and students who are ready for extension/challenge activities. With additional resources within our state adopted math series', teachers differentiate their instruction to meet the needs of all students.

At Westport, science instruction is provided in many forms, including hands-on experiments, classroom discussions, and field trips. Westport utilizes Houghton Mifflin's California Science curriculum for grades K-6. Students study life, earth and physical science in thematic units using observation, note

taking, inquiry, hands-on experimentation and critical thinking. In addition, Westport connect students to the real world through field trips to the Challenger Learning Center, Monterey Bay Aquarium, and participation in a week-long Outdoor Education program.

Social science for grades K-5 is taught through the district adopted Scott Foresman standards aligned curriculum, and the Prentice Hall, Ancient Civilizations curriculum for grade 6. Social Science content includes instructional topics in each of the areas of citizenship, community, region, state, nation and the world as the student progresses from kindergarten to sixth grade.

Visual and performing arts opportunities are offered at Westport Elementary, with choral participation beginning in fourth grade and band/instrument performance in grades five and six.

Westport Elementary offers 210 minutes of physical education, every two weeks for students in grades one through six. Students must be able to demonstrate: motor skills and movement patterns; knowledge of movement concepts; assess and maintain a level of physical fitness to improve health and performance; knowledge of physical fitness concepts; and utilize knowledge of psychological and sociological concepts that apply to the learning and performance of physical activity. In elementary school the content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.

2. Reading/English:

The California Department of Education approved two core English Language Arts (Reading) curriculum options, in which districts (state-wide) had to choose. The District formed a committee to determine which option best met the needs of the students, including the English language learners, whether or not formal interventions were included, and if challenge pieces were included for higher performing students. Based on this criterion CUSD selected Open Court Reading for grades K-6. Open Court was chosen due to its extensive phonics, comprehensive strategies and skills development that transition readers from “learning-to-read” to “reading-to-learn.”

Westport utilizes a variety of programs to respond to the needs of identified students performing below grade level that are offered during school, during teacher prep time, after school and during the summer.

During school, interventions are offered as supplemental instructional time in the form of DIT (Differentiated Instructional Time) and individualized instruction time provided in the regular classroom.

Additionally, during teacher “prep” time, students identified with ELA non-proficient scores, attend a separate class in which they receive supplemental instruction. Supplemental learning also occurs through technology-based programs (such as, the Waterford Technology Lab) that reinforce student mastery of skills. These interventions meet the needs of all Westport students, including the unique needs of English learners, high achieving and special education students.

After school, students are offered an additional 45 minutes, three days per week of intervention instruction. The focus of the after school academic intervention program is to provide additional support to students in mastering the concepts taught during the regular school day in English Language Arts. Instruction parallels the regular school day, following the same pacing calendar and utilizing a standards based intervention curriculum, research-driven and proven effective in raising student test scores. Homework assistance is also provided for a minimum of 25 minutes per day.

With an average daily attendance of 120 students from grades 2 through 6, the number of minutes student’s receive in supplemental instruction and intervention is estimated at over 982,800 minutes per year.

Additionally, students identified as at-risk of not meeting state standards are invited to attend Westport's Summer School program, in which transportation is provided to all students. Summer School provides a "review" of the math and English Language Arts content students learned in the grade just completed. As well, a "Kinder Camp" program is offered to all incoming kindergarten students during the summer session.

3. Mathematics:

The California Department of Education approved several mathematics curriculum options, in which District's had to choose. The District formed a committee to determine which option best met the needs of the students, including the English Language Learners, whether or not formal interventions were included, and if challenge pieces were included for higher performing students. Based on this criterion, CUSD selected Harcourt Brace (Grades K-5) and Holt for grade six.

The District recognized the complexity of teaching higher level mathematics, as such designed a targeted mathematics professional development program for teachers in grades five and six (including Westport's). These teachers are re-taught the core mathematics concepts, while also receiving instructional delivery training specific to mathematics. This sets a strong foundation for the development of our future mathematicians.

Westport utilizes the same variety of programs (as those described in item 2a above) to respond to the needs of identified students performing below grade level in mathematics that are offered during school, teacher prep time, after school and summer.

Specifically, during teacher "prep" time, students identified with math non-proficient scores, attend a separate class in which they receive supplemental instruction. Westport utilizes Standards Plus as a supplement to core instruction to reinforce content standards and skill development. Standards Plus materials are designed to be taught daily for 10-12 minutes, following initial instruction in the core curriculum. Standards Plus allows teachers to focus on a specific content standard until the student reaches mastery.

Supplemental learning also occurs through technology-based programs that reinforce student mastery of skills. These interventions meet the needs of all Westport students, including the unique needs of English learners, high achieving and special education students.

After school, students are offered an additional 45 minutes, three days per week of intervention instruction. The focus of the after school academic intervention program is to provide additional support to students in mastering the concepts taught during the regular school day in math. Instruction parallels the regular school day, following the same pacing calendar and utilizing a standards based intervention curriculum, research-driven and proven effective in raising student test scores. Homework assistance is also provided for a minimum of 25 minutes per day.

Additionally, students identified as at-risk of not meeting state standards are invited to attend Westport's Summer School program, in which transportation is provided to all students. Summer School provides a "review" of the math content students learned in the grade just completed.

4. Additional Curriculum Area:

In support of the school's Mission Statement - Specializing in meeting individual needs- Westport supports English Language Arts instruction for all students, including English language learners, by utilizing technology as an enhancement to instructional delivery, student engagement and supplemental learning activities. The positive impact it has on student achievement is worthy of further explanation.

In daily classroom lessons teachers utilize the latest technology tools to reach a variety of student learners

to ensure their acquisition of essential skills and knowledge. For example, mobile interactive digital pads (hand-held), digital cameras, digital projectors, computers, printers, and digital streaming video are actively used to engage students in the learning process.

The administration of Westport (with District support) created a computer lab that was designed to meet the needs of one of the largest sub-group populations – English Language Learners. Through the purchase and implementation of the Waterford Program and English-In-A-Flash within the computer lab (loaded on each computer) every student is able to receive individualized supplemental learning opportunities in English Language Arts, regardless of grade level.

The Waterford Program – Reading Component provides three levels of full-year instruction. From Level One for emergent readers through Level Three for developing fluency, Waterford Reading Program incorporates skills like letter mastery, reading and listening development, controlled and natural language stories, complex spelling, basic writing skills, and comprehension strategies. The Waterford Reading curriculum connects motivating software, continual assessment, classroom lessons, and a full set of student take-home materials to present an explicit and systematic instruction in the standard-driven essential reading components.

With English in a Flash, students learn English the same way children learn their native language—from the bottom up. English in a Flash provides the practice and repetition needed to quickly acquire the building blocks of language. Once students have learned the vocabulary in a lesson, those words are combined into short phrases, sentences, and dialogs. Students don't spend valuable time studying the rules of grammar. Instead, students learn grammatical structures the same way they learned them in their native language—through meaningful exposure. This approach enables students to quickly learn how to produce grammatically correct, original word combinations. English in a Flash is a perfect Tier 2 or Tier 3 intervention for English language learners struggling with vocabulary acquisition, including subject-matter vocabulary.

English In A Flash also provides a Word Grouping report that lists the words students have learned for each chapter to indicate if the student is responding to the intervention or needs additional instruction.

5. Instructional Methods:

In addition to the strategies previously described, time is structured during the day for Differentiated Instruction Time (DIT). DIT is a school-wide instructional strategy that allows instruction to occur in leveled groups that are small, with all students tested and placed based on their individual performance level, including levels for GATE and ELD students.

The needs of all students, including special education students, GATE students and other high-achieving students are addressed through the delivery of quality instructional strategies, with students receiving supplemental instruction and interventions prior to being placed in a restrictive environment (resource and special education students). Modified lessons and lesson accommodations are provided for at-risk students, including special education students. ELD students receive supplemental instruction through the Language For Learning series (based on their needs). Special Education students may receive modified lessons in the form of fewer spelling words to be studied and tested or a student may be placed in a smaller learning environment for a specific lesson. GATE and challenge students are provided supplemental instructional lessons that are at a higher level intended to challenge these students academically.

Additionally, individualized instruction time occurs through a “workshop” setting that creates opportunities for the teacher to meet with each student one-on-one, while the other students work individually or in small groups on specialized projects.

Students also receive additional supplemental instruction through the school’s computer lab in which

students are able to use computer-based programs that reinforce English Language Arts skills, based on the state standards for each grade level (as noted in item #4 above), as well as a program that addresses English Language Development (ELD) Standards.

As important, is the fact that the District developed a Pyramid on Intervention that outlines the types of interventions made available to students before they are placed in a formal Special Education setting. Students are provided with multi-leveled strategies, including those that are environmental, instructional, programmatic, and curriculum related. With each level the intensity of the strategies increases, with Special Education placement ultimately the final result if deemed appropriate. At each level, supplemental services are provided to get students to achieve or learn. Assessments of students occur, with specific strategies implemented in and out of the classroom, as appropriate. The Pyramid also reflects the strategies that are effective for meeting the needs of English Language Learners or Speech-Language involved students.

The Westport staff actively utilizes the Pyramid of Intervention as a guide in facilitating the intervention strategies for students, supplementing other educational plans that include; Individual Education Plan (IEP), 504, etc.

6. Professional Development:

A must for any school is the implementation of a comprehensive professional development program that focuses on rigorous academic content and performance standards.

The development of comprehensive professional development program (inclusive of the most effective elements in instructional practices) was implemented to meet the needs of Westport students. The program includes the implementation of a combined set of strategies: Instructional Norms, Direct Instruction, academic conferences, site visits, professional development (including instructional coaching), classroom observations of other teachers in and outside the school, collaboration (data driven decision making, reflection, goal setting) and developing leadership capacity.

The ultimate goal of Westport's professional development program is to create a collaborative teaching environment in which peer support is promoted; where teachers are proficient in analyzing their own student data to inform and make adjustments in their instruction (Academic Conferences); where teachers become consciously competent in "how" they teach and the effectiveness of the strategies they implement during instruction; and to increase the efficacy of "what" they teach.

The success of Westport teachers is the result of their participation in district and site level training opportunities. One such opportunity is the Ceres Summer Institute (CSI) in which teachers can earn continuing education units. Teachers can also become certified in Direct Instruction through the district. Additionally, all teachers at Westport receive 40 hours of intensive English Language Arts curriculum and instruction training. All Westport teachers and paraprofessionals have been trained in Direct Instruction. Westport includes paraprofessionals in DI training and recently had the first DI 'certified' Para.

Collaboration among the Westport staff extends beyond simple planning and conversation. Specifically, grade-level collaboration occurs every other week, in which teachers make data driven decisions for the grade level as a whole, set goals for student benchmark outcomes, and develop lesson plans following the district-wide instructional pacing guides, to align the student standards with instruction.

Instructional Coaches are a critical part of the delivery of professional development training within our district, providing additional one-on-one expertise in the implementation of effective instructional strategies. Instructional coaching is a confidential resource that teachers can individually request or may be encouraged by the principal to utilize. Additionally, teachers are given opportunities to observe their peers within Westport and among other schools in and outside the district. These peer observations give

teachers a chance to view how others successfully implement highly effective teaching strategies, including the Instructional Norms and Direct Instruction (described above).

The combined strategies of this professional development program model have been proven successful in contributing to student achievement at Westport. Specifically, from 2005 to 2010, Westport achieved gains of 140 points from 718 to 858 on California's Academic Performance Index (API). Three targeted subgroups: Hispanic/Latino, Socio-Economically Disadvantaged and English Learners have all experienced historic gains with API scores now at 856, 849, and 856, respectively.

7. School Leadership:

In Dufor's, On Common Ground "the Professional Learning Community (PLC) concept operates from the premise that leadership should be widely dispersed throughout a school, and thus developing the leadership potential of all staff members is imperative". The leadership philosophy of the school is that teachers should be given opportunities for leadership and highly encouraged to take on such roles.

Leadership structures are in place to allow for the systemic development of a school vision and school goals. This process involves representatives from all segments of the school community; parents, district staff, school staff, students, and community members. Utilizing the continuous improvement model, representative groups repeatedly gather and interpret data to develop a plan that addresses rigorous standards, curriculum, instruction, academic support, assessment and accountability.

The principal believes that developing leadership capacity is an important aspect of ensuring staff commitment and participation in school-wide committees that promote a supportive culture and climate for successful teaching and student learning. Teachers are provided many opportunities to develop their leadership skills through roles they assume in committees that include; Safe and Civil Schools, Family Engagement, Technology, and Mustang Pride (school culture committee). Westport has been successful at developing leaders among the teachers as evidenced by the fact that over the past year several teachers have advanced to leadership roles within the district.

Every action the principal takes (creating programs, developing community relationships, or implementing a system of resources to respond to the needs of every student and their families) is done so with the ultimate goal of improving student achievement and "doing what is right for students." Her dedication to students is evidenced in her ability to effectively prioritize the budget resources of the school to fund student intervention activities, professional development, and technology resources. The principal ensures that all programs, policies and resources utilized throughout the campus, increase student achievement

The principal is highly visible around the campus, during school events, and at family night community events. The principal makes it a priority to walk the school campus daily, observe instruction and address any needs encountered. Her leadership over the past five years has created a culture at Westport in which everyone has a complete focus on students and their individual successes.

Westport is an example of what can be accomplished when parents, teachers and the administration work together to do what is best for children.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test - Mathematics

Edition/Publication Year: 2010 Publisher: ETS - Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	67	67	73	44	33
Advanced	42	38	30	10	9
Number of students tested	60	58	56	58	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	68	65	75	42	29
Advanced					
Number of students tested	56	55	51	53	59
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	69	63	74	45	33
Advanced					
Number of students tested	52	52	38	42	46
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	67	62	79	35	26
Advanced					
Number of students tested	49	45	33	34	35
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: California Standards Test - English Language Arts

Edition/Publication Year: 2010 Publisher: ETS - Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	72	72	57	41	26
Advanced	30	22	21	10	7
Number of students tested	49	58	56	58	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	71	65	75	42	29
Advanced					
Number of students tested	56	55	51	53	59
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	71	63	74	45	33
Advanced					
Number of students tested	52	52	38	42	46
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	69	69	58	35	17
Advanced					
Number of students tested	49	45	33	34	35
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: California Standards Test - Mathematics

Edition/Publication Year: 2010 Publisher: ETS - Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	80	85	57	67	58
Advanced	44	46	31	37	29
Number of students tested	61	59	54	60	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	80	84	54	66	52
Advanced					
Number of students tested	55	56	50	53	48
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	80	83	57	69	50
Advanced					
Number of students tested	49	47	44	42	42
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	83	82	54	67	33
Advanced					
Number of students tested	41	34	35	30	30
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standards Test - English Language Arts

Edition/Publication Year: 2010 Publisher: ETS - Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	43	42	20	38	26
Advanced	15	15	0	8	5
Number of students tested	61	59	54	60	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	40	39	18	32	19
Advanced					
Number of students tested	55	56	50	53	48
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	41	34	20	40	24
Advanced					
Number of students tested	49	47	44	42	42
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	46	24	17	33	13
Advanced					
Number of students tested	41	34	35	30	30
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: California Standards Test - Mathematics

Edition/Publication Year: 2010 Publisher: ETS - Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	86	80	86	41	52
Advanced	58	51	47	20	20
Number of students tested	60	49	57	56	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	85	78	84	36	56
Advanced					
Number of students tested	53	46	49	47	48
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	84	81	89	47	51
Advanced					
Number of students tested	51	42	45	43	45
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	88	84	93	34	50
Advanced					
Number of students tested	40	31	30	29	22
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standards Test - English Language Arts

Edition/Publication Year: 2010 Publisher: ETS - Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	79	61	81	28	32
Advanced	32	20	35	5	5
Number of students tested	60	49	57	56	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	75	59	78	19	33
Advanced					
Number of students tested	53	46	49	47	48
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	75	62	80	28	31
Advanced					
Number of students tested	51	42	45	43	45
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	75	58	77	14	23
Advanced					
Number of students tested	40	31	30	29	22
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: California Standards Test - Mathematics

Edition/Publication Year: 2010 Publisher: ETS - Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	57	70	33	50	50
Advanced	17	26	6	3	15
Number of students tested	52	54	51	59	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	55	67	34	52	47
Advanced					
Number of students tested	49	49	44	52	51
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	56	67	29	56	53
Advanced					
Number of students tested	45	43	38	45	38
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	39	56	19	58	40
Advanced					
Number of students tested	23	27	26	24	20
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: California Standards Test - English Language Arts

Edition/Publication Year: 2010 Publisher: ETS - Educational Testing service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	58	48	37	34	28
Advanced	8	20	8	5	10
Number of students tested	52	54	51	59	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	55	45	36	33	27
Advanced					
Number of students tested	49	49	44	52	23
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	56	44	34	36	34
Advanced					
Number of students tested	45	43	38	45	38
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	30	33	23	29	25
Advanced					
Number of students tested	23	27	26	24	20
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: California Standards Test - Mathematics

Edition/Publication Year: 2010 Publisher: ETS - Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	79	67	41	38	36
Advanced	33	27	10	12	3
Number of students tested	52	52	59	65	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	77	65	42	38	33
Advanced					
Number of students tested	47	46	53	53	52
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	79	64	42	38	29
Advanced					
Number of students tested	39	42	45	40	38
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	55	57	32	33	
Advanced					
Number of students tested	11	21	25	21	
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: 6th grade - English Learner Sub-Group - Fewer than 10 students tested.					

11CA10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: California Standards Test - English Language Arts

Edition/Publication Year: 2010 Publisher: ETS - Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	61	53	44	39	27
Advanced	19	13	15	8	7
Number of students tested	52	52	59	65	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	60	48	45	40	23
Advanced					
Number of students tested	47	46	53	53	52
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	62	45	49	43	18
Advanced					
Number of students tested	39	42	45	40	38
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	27	24	48	24	
Advanced					
Number of students tested	11	21	25	21	
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: 6th Grade - English Learner - Fewer than 10 students tested.					

11CA10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	74	74	58	48	36
Advanced	40	38	25	16	3
Number of students tested	285	272	277	298	306
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	73	72	58	47	43
Advanced					
Number of students tested	260	252	247	258	258
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	74	71	59	51	43
Advanced					
Number of students tested	236	226	210	212	209
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	71	69	58	45	36
Advanced					
Number of students tested	164	158	149	138	116
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: The California Department of Education does not provide the Advanced only percentages for subgroups. The District does not provide alternate assessments.					

11CA10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	63	55	48	36	27
Advanced	21	18	16	7	7
Number of students tested	285	272	277	298	306
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	60	52	47	33	24
Advanced					
Number of students tested	260	252	247	258	258
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	61	51	48	38	26
Advanced					
Number of students tested	236	226	210	212	209
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	56	45	44	27	19
Advanced					
Number of students tested	164	158	149	138	116
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: The California Department of Education does not provide the Advanced only percentages for subgroups. The District does not provide alternate assessments.					

11CA10